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Christian Education Magazine

September-October, 1936

“The Board may * * * * * study the problems of campus life, offer advice and council in planning of programs conducive to the development of religious ideals and life, and assist in the prosecution of evangelistic work in institutions of higher education.”

Paragraph 400---Discipline, 1934

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Christian Education Magazine

BOYD M. McKEOWN, Editor

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Number 5

The Church Must Capture the Campus

THE CHURCH must capture the campus! A categorical statement that and yet one abundantly supported in these bewildering days by urgent and evident needs. In the first place the Church must capture the campus in the interests of the students themselves. Every student generation and every individual student is entitled to receive the challenge to high and noble endeavor which the Church is best fitted to give. Each student has a right to an adequate presentation of high ideals, a right scale of values, and above all else to a Christian philosophy of life, and no other organization, agency, or group has so faithfully sponsored these through the years or can so effectively present them to students today.

In the second place, it is decidedly to the interest of the Church itself that it capture the campus. Therein lies its best strategy, its surest guarantee of continued existence and growth. If the Church of the future is to be strong, militant, and influential it is axiomatic to say that its leaders and, to an increasing degree its rank and file as well, must be college trained. This desirable result can only be realized as the minds of the college youth of today are turned sympathetically toward the Church.

In the third place, the interests of society demand that the campus be captured by the Church. Only as this is done can the Church's potential contribution to the world become actual. What we would have in our social texture of tomorrow we must weave into our educational processes of today, is a truth so oft repeated that it has become a platitude. In no area, however, does the statement have greater significance than in its relation to the spread of Christian teachings. The religious ideals that are to hold sway in the world tomorrow must be implanted in the minds of the college young men and women of today.

Within our church colleges the capture must be made more complete and within our tax-supported institutions we must follow up the impressive beginnings that our student work has made. These should be two of the Church's great objectives. To our church college faculties, administrative officers, and Boards of Trustees we confidently look for achievement of the former; to our Wesley Foundation program and its various officials we look for achievement of the latter; while the wholehearted support of General and Conference Boards of Christian Education and of an understanding, intelligent, and aggressive constituency is needed in the realization of each.

Someone has characterized the campus as the world's greatest mission field, an exaggerated statement perhaps, but if we are to serve the interests set forth above it must become instead a laboratory of Christian living.

Shall the President Lead?

WITH THESE DAYS of upturn in business our colleges are diligently considering ways and means of recouping assets depleted by the depression or of securing funds needed for development or expansion. Some schools, in fact, are already in the midst of well-planned financial campaigns, and others have such campaigns in more or less definite prospect. As a result of such preliminary thinking and planning it is only natural that numerous questions of method and policy should arise. No one type of question occurs with quite such frequency, however, as does that type which concerns the allocation of leadership in the financial effort.

"Is not an outstanding preacher from our Conference, someone who has a reputation for raising money, the logical person to head the financial campaign of our college?" "Might not a member of the College Board be the best man to lead in our endowment campaign?" "What is your judgment as to the availability of some member of the college organization (other than the President) as leader in our debt-lifting program?" "What is your evaluation of professional money-raising organizations?" "Cannot the General Board lend us a man to put on our campaign for us?" These are typical of questions which in recent months the Department of Schools and Colleges has been called upon to answer.

Invariably the answer returned has been, "The President should lead." Any or all of the above persons and agencies, together with many others, might serve as valuable helpers but such should always work under the direction of the President.

This seems fundamental. The psychology of the situation demands it. He is in a strategic position for such leadership. Board members, faculty, students, and constituency are accustomed to look to him as leader in all other areas of the institution's program and any deviation from the accepted order that would set up another as leader here is fraught with a certain unnaturalness and weighted with the strain of artificiality.

Potential donors, moreover, with their quiet but impressive influence, are apt to favor presidential leadership in financial campaigns since nothing is quite so effective in building confidence in the minds of those considering generous gifts as is the opportunity of talking fully and frankly with one who is not only the recognized leader in the temporary financial campaign but who is also the more or less permanent leader in the total program of the college and therefore the one to whom the prospective donor might chiefly look for returns on any gift which he might make to the institution.



The Mount Sequoyah Seminar

Boyd M. McKeown

IMPELLED by a feeling that one of the greatest needs in the whole field of student work at the present time is the making of a more adequate counseling service available to students who are beset by doubts or confronted by uncertainties, the Department of Schools and Colleges began months ago to lay plans which would offer some practical training for counseling to student workers and other interested persons through the regular Leadership Schools of the Church during July and August of this year. Feeling, further, that the greatest good for the greatest number could be accomplished by deviating from our procedure of 1934 and 1935, when seminar courses designed for student workers were offered at Lake Junaluska only, the seminar on counseling which was planned for 1936 was scheduled for both Leadership Schools, with Dr. Karl R. Stolz of Hartford Seminary in charge of the group at Mount Sequoyah in July and Dr. R. H. Edwards of Cornell University in charge of the group at Lake Junaluska in August. Both these leaders are recognized authorities in the field of counseling and the drawing power which they exerted led to almost three times as many people being reached by our two seminars this summer as had been the case in previous years when only one such course had been conducted.

But it is in particular of the seminar at Mount Sequoyah that I am to tell. With twenty-two persons



Dr. Karl R. Stolz, Director of the Sequoyah Seminar

meeting all requirements for credit and with perhaps twice that number attending as visitors each day, the first such offering at Sequoyah was so successful as to justify itself in the minds of all. The class group, moreover, was a decidedly representative one, numbering in its ranks Methodist Student Movement Workers from both state and church campuses, college professors of Religion, pastors from student situations, a few selected and outstanding students and numerous local church workers, especially those engaged in work with young people.

Dr. Stolz was most generous in his own contributions to the success of the work. Being a tireless worker he spared no personal effort and no expenditure of energy in the interest of the group or of any individual who sought his help or counsel. The long hours he spent with committees and the extra sessions he engaged in with various smaller groups of the class could not but inspire the utmost of diligence on the part of those enrolled in his course, but it was as a practical worker in the area of counseling itself that his most effective and most appreciated extra-classroom work was done.

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Subject of much favorable comment, also, was the large place which he continually gave to religion both in the discussions relating to counseling and in dealing with all personality problems.

Meeting two hours per day for the two-weeks' period the class voted at the outset that the first hour each morning should be spent in lecture and discussion and the second hour in hearing committee reports or in considering specific problems of student counseling. Accordingly, during the first class period each day Dr. Stolz led us through a consideration of such major topics as the following:

The goal of counseling—religious integration.

Types of personality — unintegrated, integrated, and disintegrated.

The legitimate field of the counselor — personality hygiene and,

within limits, personality reconstruction.

Counseling and relations between the sexes.

Some counseling problems—protective mechanisms.

Some representative therapeutic means—importance of motivation, assurance, instruction, prayer, and common sense. Other more technical means.

Techniques of counseling.

The counselor himself.

Dr. Stolz's presentations were highly stimulating as were also the widely varied readings to which he directed the attention of the group. One of the important values derived from the course is the extensive and discriminating bibliography on counseling with which each member of the group is now armed as he endeavors to dig further into this important area of student counseling.



Mount Sequoyah Seminar Group, 1936

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During the second period of the seminar each day practical problems of counseling, many of which were based on actual cases or conditions were frankly discussed. Some of these discussions centered around such topics as, organizing for a continuing program of counseling, differences in counseling opportunities and demands between small and large school situations and between state and church campuses, lack of recognition by many faculty members of their counseling responsibilities, unavailability of some faculty members for counseling services, and finally the question, Is our task complicated by a student mind set against the faculty?

Committee reports were heard setting forth the results of special studies in the following fields:

1. *Counseling and campus problems.* Under this head were included such items as fraternity and non-fraternity involvements, desire for social rating, alcoholism, gambling, dancing, cheating, and smoking.

2. *Counseling and student orientation.* This committee in its study dealt with such items as, home emancipation or psychological weaning, freshman orientation, senior orientation, the student and the church, the student's time budget, and the student's financial budget including his support of the Church.

3. *Counseling and preparation for marriage.* This report treated both the preparation immediately before marriage and that which should occur throughout the several years preceding marriage. In other words, the whole subject of men-women relations, with emphasis on such questions as dating and petting received consideration in the report of this committee.

4. *Counseling and vocational guidance, including vocational religious*

work. This committee's report dealt with basic factors to be considered in vocational choice, methods of discovery of vocational leanings, and methods of evaluation and guidance.

5. *Counseling and growth in religious life.* Including as it did such sub-topics as relating the individual to the Supreme Counselor, reconstruction of religious ideas, and guidance in service and in expressional activities, this report perhaps more than any other struck at the very heart of our subject and showed the important place of counseling in a program of Christian education.

Every member of the group who participated in the seminar this year seemed anxious that another such opportunity be opened to them at Mount Sequoyah in 1937.

A gold medal and a prize of 1,000 crowns was recently awarded a Millsaps College (Jackson, Miss.) alumnus, Henry B. Collins, Washington, D. C., by the Royal Danish Academy of Sciences and Letters for a paper on the "Origin of Eskimo Culture." After spending the summer in an archaeological expedition around Bering Strait, sponsored by the National Geographic Society, Collins, who is connected with the department of ethnology of the Smithsonian Institute, expects to make a brief visit to his alma mater this fall.

* * *

Duke University (Durham, N. C.) is not old, being founded in 1924. But its origin goes back to 1838, to Trinity Colleges and its predecessors. In recognition of its eventful history and a century of extraordinary development resulting in Duke University as it is today, a centennial celebration is planned to be held at the university, October, 1938.

The Lake Junaluska Seminar

Harvey C. Brown

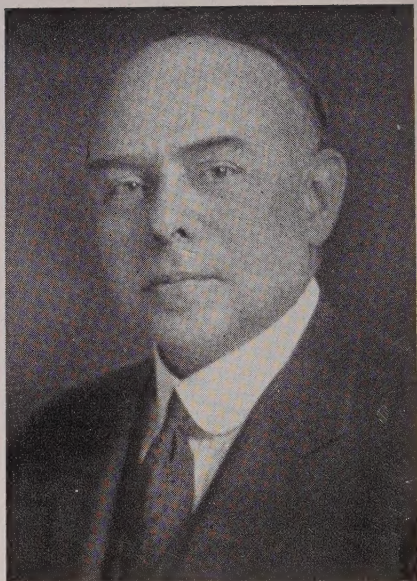
THE third annual Campus Religious Work Seminar was given at Lake Junaluska during the Leadership School, August 4-18. Judging from the attendance and the interest manifested in the study this was the most successful of the series. The theme was "Counseling and Personality Adjustment." Dr. R. H. Edwards, Director of United Religious Work, Cornell University, gave splendid leadership to the project. Those enrolling for the study represented a fair cross section of our Church and campus leadership. The group fell into the following classifications vocationally:

General Board Secretaries, 4; Deans and College Executives, 8; Teachers in college situations, 11; Directors of Christian Education, 2; Pastors in college situation, 8; Executive-Extension Secretary, 1; Y. M. C. A. Secretary, 1; Y. W. C. A. Secretary, 1; Wesley Foundation Workers, 14; Student leaders in campus situations, 11; pastors' wives, 2.

This was perhaps one of the most highly selected groups ever assembled in a leadership school. An analysis of the group with reference to college training revealed the following:

Fourteen undergraduates; 14 with A.B. and B.M. degrees; 7 with B.D. degrees; 19 with M.A. and M.S. degrees; 4 with Ph.D. degrees.

The consensus of opinion was that we had entered an area of training in which very little had been done



Dr. R. H. Edwards

and that we should make provision for further prosecution of this vital and necessary phase of our Christian leadership. Recommendations submitted by Committee Number 6 which considered the pastor as counselor indicates the general attitude of the seminar. We quote:

"In view of our deepening insight and growing interest in the inherent values of counseling and its distinctly Christian aims and methods, we feel moved to make the following recommendations:

"1. That we earnestly commend counseling to the consideration of our pastors, not only as the most effective method of attaining the individual's highest possible development, but because this method of pastoral procedure improves and enriches the whole ministry of the pastor himself as teacher, preacher, and administrator.

"2. That we commend our General Board of Christian Education for placing this course in the Leadership School and ask that they make it a part of their policy to pro-

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mote counseling in other Leadership Schools, Pastors' Schools, etc., that our pastors may become better acquainted with this method of a pastor's work.

"3. That we urge our seminaries seriously to give consideration to providing courses in the area of counseling and personality adjustment as soon as such a step can be feasibly worked out.

"4. That more space and attention be given to counseling procedures in all phases of our Christian work in the various periodicals of the Church."

With the change of emphasis in education from the teaching of subject matter to the person-centered approach, there has come a realization of the so-called personnel point of view which has been defined by someone as, "The systematic bringing to bear on persons of all those influences, of whatever nature, which will stimulate them, through their own efforts, to develop in body, mind, and character to the limit of their individual capacity for growth, and help them to apply their powers of developing more effectively in the world."

The Christian leader who hopes to bring about the highest possible personal growth in individuals for whom he is responsible, must know the technique of counseling. To do this effectively in our churches and campus situations we must have guidance programs. We have felt this need in the past, but the last few years have made us conscious of the fact that human energies and talents are being dissipated more lavishly today because of our complicated social and economic conditions. Our seminars this summer did us the service of introducing our leadership to this significant field, the possibilities of which are just beginning to be realized.

New Mailing Lists for Magazine

IT is the desire of the Department of Schools and Colleges that CHRISTIAN EDUCATION MAGAZINE be mailed regularly to all pastors of Southern Methodism, to all faculty members in our church colleges, to all members of Conference Boards of Christian Education, to all members of our College Boards of Trustees, to all Methodist Student Movement Workers, and to large numbers of selected laymen in each conference who are friendly to Christian Education and who are interested in our Church's college program.

College presidents have been very co-operative in recent weeks in sending us corrected lists of their college faculties and of their boards of trustees. Executive Secretaries have likewise been generous in providing us with lists of lay members of Conference Boards. For this assistance CHRISTIAN EDUCATION MAGAZINE is very grateful and, thanks to the help given by these individuals and others, its mailing lists of some twelve thousand names are now thought to be at least reasonably well up to date and correct.

The help of readers generally will be appreciated in keeping them in this condition and in making them even more reliable, if possible.

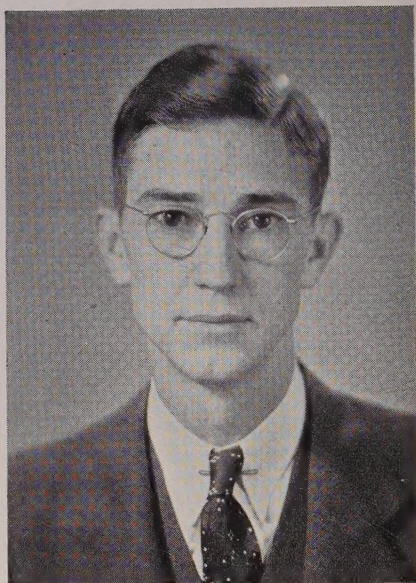
THE Christian Student, counterpart under the Methodist Episcopal Board of Christian Education of CHRISTIAN EDUCATION MAGAZINE, carried in its May, 1936, number an extended article on "The Significance of Christian Education in the Present Crisis" from the pen of Dr. William F. Quillian, Secretary of the General Board of Christian Education of the Methodist Episcopal Church, South.

Relating the Student to the Church -- The Problem as Seen by a Student

DAN DODSON *

IN this paper I propose to discuss the student from the standpoint of the social factors that condition the thought and actions of the college student, including the psychological patterns that color his attitudes and activities. If this discussion, even in a small degree, helps some college church to understand the student with his problems, it will have achieved its purpose, for most of our problems grow out of a misunderstanding of the other fellow. I shall attempt to place the student in a new setting in this paper and hope that in so doing the new relationship between the student and the church will become more apparent. Instead of talking of "meeting the needs of the student" in relating him to the church, I shall spend more time on how the student feels about the situation, and try to explain the basis of some of his reactions to the church.

As a frame of reference for this discussion I should like to draw on a monumental work done by Healy, Bronner, Van Waters, and others in the past few years in the field of adolescent adjustment, in which they have helped immeasurably toward a better understanding of the adolescent by pointing out two facts: (1) that youth is a period of conflict; (2) that it is not often that one single factor can be pointed to



DAN DODSON

as the cause of adolescent maladjustment, but rather that several factors have to be pointed to as *causal factors*.

College Is a Period of Conflict

College is a period of mental conflict in the life of the student. What are some of the areas in which these conflicts occur? *First*, college brings into the focus of the student's consciousness the problem of choosing a vocation. If finances are involved in the choice, the student has to adjust himself frequently by selecting a vocation other than the desired one.

Second is the conflict that comes with the change of environmental conditions. Every individual has some form of intimate contacts that help him in the integration of his personality. The student comes from home where the contacts are intimate and warm. The controls of the home and the community make it easy for him to stay in line with the mores and standards of

* Graduate student, Southern Methodist University, Dallas, Texas.

conduct set by the group. In college there is a loss of depth of understanding and care that has formerly been a part of his social milieu. About the only form of institutional control that has followed the student to his new surroundings is his church, and it is peopled by individuals who are unknown to him.

Third comes the conflict in the emotional life of the individual. The student comes from the group where he has been an only child, or at least the son of Mr. Smith; or from the community where he was the president of the Young People's Organization of the local church, or president of the senior class in high school. Frequently in the past he has used his home as a crutch in his social relationships. His decisions were made for him, and he had someone to tell him when his conduct didn't square with the highest ethical ideals. Now he is, for the first time, more or less footloose. He has no one to tell him when he is staying out too late at night, that he is wasting his time, that he is overrating values, that he is not acting consistently with higher ideals. If the dean calls him in, he figures that it is his job, and he is being paid to do it. Frequently the student cannot stand the pressure, and his personality breaks under the strain. The student who is hypercritical of authority and conventionality is usually trying to cover his own weaknesses and feelings of insecurity. The student that has lost faith in the institutions of society and in his fellow-man has usually lost faith in himself.

Fourth is the conflict that comes with religious adjustment. In his local church and at home the student had been taught certain ideas about God and his relationship to the universe. In addition to what he has been taught, the way it has

been taught is of vital importance. The student has been taught the Bible usually by persons who are not prepared to teach. Too often dogma and creed have been taught for truth. The approach has been from the authoritarian point of view, and the passages have been taught with the sanction of tradition. Though some conflict comes in high school, college intensifies the difficulties and forces the student to reshape and re-evaluate his beliefs and ideals. Three students who will take their B.A. degrees this year commit themselves as follows:

"I am taking a course in religion and am enjoying it. I think religion has about had its day, however, and in a few years it will be another of the Social Sciences. I believe it will be necessary as a means of social control for a few years, for those who couldn't be controlled otherwise, but it doesn't affect me a bit. All these ideas about the Trinity, the Divine Birth, and the miracles are pure hooey born of superstition and ignorance."

"I was reared in a good home. My folk were careful to see that I was instructed in the way of life. Personally, I can't see a thing to it. I have no compulsions in regard to things religious. I think there is an element of religion that is vital—I refer to the element of love—but I don't think it is essential to spend all we are spending to maintain it. I don't subscribe to any of the dogma and creed that my parents hold to. I don't see any value to this thing they call conversion, or baptism—the sacraments—what good is communion?—a lot of ritual through which people escape from the problems of life to an otherworldly attitude, that makes neurotics out of them."

"I am a believer in religion. I detest the way we have gone about

making people religious. We have taught narrowness and prejudice rather than goodness and holiness. I sincerely believe that the church is a detriment to religion rather than a help."

Such questions as are here suggested are devastating not only to the college student, but to the professional religionist as well. In our discussions of such problems we are prone to substitute feelings, opinions, and sentiments for reason. One is led to ask if Rabbi Marvin Nathan was not portraying students as a whole in his findings concerning Jewish students. The summary of his study reveals that one-third of the Jewish students maintain some concept of a personal God; of the two-thirds that break away, one-half assume a negative attitude of unbelief; and the other half have a God concept as a "Creative Spirit."

The Rabbi concludes that:

"The forces in the environment which conflict with religion may be intensified by the university environment, but they are not created by the environment. The change in attitude begins in the high school if not before. The university does not clarify in the mind of the student the cause of the breakdown of his religious conception, and this makes the confusion more confounded."

The tragedy of it is—to quote further from this study:

"The more rigidly observant the background, the more intense the religious instruction, the more pronounced the conflict."

Again he strikes a universal note when he says:

"The Jewish youth of the college is, in a large sense, not irreligious. He is dissatisfied with organized religion, which he finds inadequate.

He is groping for a new conception of God that is an outgrowth of his experience."

Causal Factors

From these conflicts let us turn to some of the immediate factors that are playing in, around, and upon the life of the student while he is grappling with these problems. In other words, what are the causal factors that can be pointed out?

First, the student may come from a home where higher education has become a fetish. This presupposes the fact that he must make a fraternity. At the same time he is supposed to make an acceptable grade record. Since the campus church isn't considered a basic part of the college program, the recognition gained there isn't as gratifying as that of other organizations. Quite a bit could be accomplished if we could place the church on a parity with the other organizations of the campus.

Second is the very nature of the college class procedure. Many classes are taught without regard to the institution that has exercised a great amount of control on the past life of the individual. This sort of instruction robs the student of the undergirding support of past experience and tends to help in disorganizing his personality pattern.

Third is the factor of campus atmosphere. By this we mean something of the moral tone of the entire institution. There have been instances where students have been positively encouraged in their revolt from the church and all that smacks of authority by the campus psychology. The things that the crowd approves, the lack of shock or dismay at certain other things, the expressions that are heard—both by the faculty and the student body—the moral character of the individuals

placed in leadership on the campus, cribbing and its apparent approval by the leaders among the students; are all factors that may lead to personal disorganization of the student.

The problem is—What can the church do about all this?

Situated on or near the campus, the church is the one institution that follows that student to college. It is the avenue through which he found expression at home, and it stands to perform the same service in the college situation. It has ever been able to adapt its program to meet the needs of life. It must continue to do so on the campus. I don't mean by this that the pastor needs to stoop to the "Hip, Hip, Hooray" jargon of campus terminology. I rather have the personal feeling that I prefer him the other way—if the campus is rush, hurry, turmoil, and confusion, the student comes to feel the security and serenity of the dignified pastor. The church needs to be sure that the student's mental diet is balanced so that he will not have intellectual indigestion. Perhaps one of the functions will be providing real worship experiences based on student needs, perhaps it will be through providing periods when the student will feel free to come to the church with his problems in search of guidance, maybe it will be through offering avenues of expression through which the student will sublimate the drives of his life that have been blocked by the unnatural institutional life he lives in college. Whatever the need of the student, the church must stand ready to give a blend or synthesis in order that the college life of the student will develop a well-rounded wholesome personality. This must be done by leaders that can match wits with the best the professorial staff of the campus can offer, regardless of the cost to

the church. If the campus church cannot support such a pastor, the church at large must help out. The leadership of the future is too vital to be intrusted to unskilled hands. It must be an open-minded leadership that is permeated with the same fairness and even greater intellectual honesty than the campus is able to offer in its leadership.

Young People Share in College Day Observance

WHEN College Day was observed this year in Winfield Methodist Church, Little Rock, Ark., it included a special service in the Young People's Department in which attention was given to the Church-related College and especially to the college program of our Church in that particular conference. Concerning this service *The Arkansas Methodist*, along with other news items from Winfield Church, had the following to say:

"The first part of the special program consisted of a series of hymns and responsive reading presenting the importance of Christian education and the educational program of the Methodist Episcopal Church, South. This was followed by a brief message on Hendrix College by Miss Darden Moose of First Church, an alumna of Hendrix.

"Miss Moose pointed out three considerations that must be borne in mind in selecting a college: First, the rating of the institution by accrediting agencies; second, the physical plant available for facilitating the educational policies of the institution; and, third, the ideals serving as the basis for the founding and conducting of the institution. In each of these particulars, Miss Moose pointed out, Hendrix has an excellent standing."

Scholarships as Assets or Liabilities*

LUTHER L. GOBBEL**

THE question of scholarships is one in which the student, the college, and the public, or the college's supporting constituency, have an interest. And to determine whether scholarships are assets or liabilities is to study their effect or influence upon these three interested parties. It is the purpose of this paper, therefore, to look at this question from these three angles.

I

First, the student: A scholarship means, usually, a concession worth to the recipient a certain amount toward the payment of tuition or other college fees. To the student, therefore, it is an asset worth so much cash. To him it may mean, also, his only chance to go to a certain institution or even to college anywhere. Or, it may mean that the student is thereby enabled to come to the end of a year or a college career with just so much less debt than otherwise he might owe. Or, again, it may enable the recipient to have so much more spending money, to belong to a fraternity, or to live just so much nearer "easy street" financially.

To the more thoughtful student a scholarship, if awarded on merit and conditioned upon a creditable record in his college work, should challenge the student to do his best



LUTHER L. GOBBEL

work. In some students, moreover, scholarships increase self-respect and, at the same time, lead to an appreciation of the fact that the getting of a college education is more than a means toward personal gratification or aggrandizement—that it is a social matter—that others participate and help make it possible—and, consequently, that one's education should be ennobled by its dedication to the causes of mankind.

On the other hand, scholarships as sometimes awarded, become terrific liabilities which tend to bankrupt the student morally and the college financially. Unless awarded strictly according to merit and with moderation and a considerable measure of privacy, scholarships encourage the something-for-nothing notion; they tend to pauperize the student and to feed the notion already all too commonplace in our contemporary life, that somebody owes everybody an easy place in life with a college degree tacked on for ornamentation. Some come to rea-

*A paper read before the College Section in its session at Memphis, January, 1936.

**President, Greensboro College, Greensboro, N. C.

son: Others are getting a concession; we'll get ours, too. And to achieve their design they are tempted to falsify the facts; they sometimes misrepresent their real needs. Comparing what one received with what another secured, the rank and file of the student body is likely to be torn with jealousies. Among some high school students, furthermore, even the so-called "honor" scholarship game seems to have taken on the aspects of an auction. A student whose high school grades (which may or may not represent actual achievement or real intelligence or ability) are such as to give him the designation of valedictorian, not infrequently goes out to see how many offers of scholarships he can collect. He reminds one of the girl who prides herself on the number of proposals she has had, or of the Sunday school pupil who sees how many badges, bars, and Bibles he can accumulate.

II

From the angle of the college as such, scholarships which are undenied often constitute a heavy drain upon the current receipts of the institution. In the language of the Committee on Triennial Reports of the Southern Association of Colleges and Secondary Schools,¹ "Many audits show very large sums have been used for so-called scholarship aid which often means nothing more than a reduction in charges, and these discounts are frequently all out of proportion to the sums which the institutions might reasonably be expected to give."

As a consequence, faculty salaries sometimes are held at a level too low to enable the teachers to support their families in reasonable comfort,

much less to keep in training through further study. "In some cases, more money has been given in the form of scholarship or student aid than the entire budget for salaries to teachers."² Under such circumstances the *esprit de corps* of the entire faculty becomes demoralized, and the whole institution suffers.

Not only is there likely to be bad feeling among the faculty; the inevitable consequence of cut-throat competition for students is also a student attitude of disrespect toward the college and an atmosphere in which discipline is difficult to maintain. At least it does not dignify an institution in the estimation of prospective freshmen to see college representatives scrambling for students like taxi drivers at railway stations. Students may be driven to believe and tempted to say: "An institution so eager for students will do nothing to displease us." And from considerable observation the conclusion is reached that often the student receiving the greatest aid becomes the institution's severest critic.

Yet it is not difficult to understand why this scholarship matter has taken on the aspects of a scholarship racket. As the colored brother remarked, in the midst of the depression "times get hard." Student enrolment declined without a corresponding decrease in operating expenses. Institutions needed more students. Students looked a lot like assets. Scholarships produced more students. More students meant more revenue, even if not enough to pay expenses. Then, too, to the extent that scholarship standards are maintained in the placement of scholarship aid the tendency is to build up the student body with the better type of students. And when several institutions adopt a generous policy of awarding scholarships, it

¹ See Proceedings, 1934, p. 66.

² *Ibid.*

is difficult for other competing institutions to refrain from following suit. Competition must be met! And the war is on.

III

Society, moreover, is beginning to realize that the academic world is in a state of war and is wondering what will be the outcome. More pertinent to this discussion, it is beginning to wonder if and how its interests are being preserved. On the asset side of society's ledger may be entered the fact that some of the truest, most talented public servants come from homes of little or no means. To some extent it is true that college graduates go into the ministry, teaching, or other public service professions. To the extent that this is true, therefore, society and the benefactors whose contributions make scholarships possible feel their investments have been properly placed.

If it be true, however, that a majority of students today go to college for business or social considerations, an increasing number of people are beginning to think they should be required to pay approximately what an education costs. And they have a right to expect that colleges should discriminate wisely in awarding aid of any kind.

In conclusion, therefore, it may be stated in general that whether scholarships are assets or liabilities depends largely upon the extent to which they are used and the manner in which they are handled. More particularly, it may be suggested that

1. In the main, scholarship awards should be limited to those supported by endowment.
2. Endowed scholarships may be properly used if awarded in accordance with the wishes of the donor of the endowment.
3. Scholarships not supported by endowment should have back of them funds accumulated from surpluses of previous years and should not be granted upon the basis of anticipated profits.
4. The amount of funds set aside for scholarships should be limited to a small proportion of the amount spent for faculty salaries, at best until such time as all faculty members are being paid a living wage.
5. All scholarships should be awarded on the basis of excellence in scholarship, special aptitude and inclination toward public service, or real need.
6. Scholarships other than those won in competition should be awarded with the understanding that the transaction is a private one between the student and the college.

AT the annual conference of the Methodist Episcopal Church of Colorado held in Denver June 17-21, a resolution was passed congratulating Southern Methodist University in having secured Dr. James T. Carlyon as Professor of Systematic Theology and Christian Doctrine. Dr. Carlyon was elected to this chair at the June meeting of the S. M. U. Board of Trustees. He was formerly with the Iliff School of Theology in Colorado.

CENTRAL COLLEGE, Fayette, Mo., is remembered in the will of the late F. H. Dearing, treasurer of the St. Joseph Lead Co., who recently died in California. On the death of Mrs. Dearing, the college is to receive three-tenths of an estate valued at some \$800,000, the largest gift ever received by the college.

Hobby Groups at Birmingham-Southern

EOLINE WALLACE MOORE *

THE problem of adjustment of new students is always an important one, with many significant subproblems and far-reaching responsibilities. The Young Woman's Christian Association at Birmingham-Southern College has developed a plan which has been helpful in this connection.

Four years ago, in one of the "Y" meetings a discussion of vocational and avocational interests was introduced. Since considerable interest was shown, it seemed profitable to follow up the discussion with further study. In another meeting slips of paper were passed out with the request that each girl write the name of her dearest hobby, or extra-curricular interest. In tabulating the returns from the slips it was found that athletics, music, dramatics or speech, and readings were named most often. As a result of the information received, the "Y" Cabinet planned hobby groups for the girls whose interests lay closest to these different activities. Members of the Cabinet were appointed to sponsor the various groups.

The different sponsors chose time and place for meeting and called the groups together by written invitations. In these initial meetings officers were elected and plans made for regular meetings. Programs were planned in keeping with the nature of the hobbies. It was decided that the meetings should



EOLINE WALLACE MOORE

be helpful but not "too much like school."

The first group organized was named Tau Tau Tau, signifying talk, talk, talk. This was the speech arts hobby group, which has been a strong one from the very beginning. The members of this group elect officers every two months; for they say that all need training in the art of presiding and taking responsibility. They meet once a week at lunch time, following the luncheon with a brief program meeting. All meetings are conducted in a business-like way. The girls take turns in preparing lunch, and each girl pays ten cents for her lunch. This is cheaper than lunch could be bought elsewhere, so it works a hardship on no one. This group has become so strong and well recognized that its members are eligible for extra-curricular credit. The membership is limited to twenty-five; but each year the new students are sought out, invited as guests, and considered for the

* Dean of Women.

waiting list when they seem interested.

Of the other groups, the reading group was quite informal—with meetings of those who like to read and exchange of ideas and materials. This group has had an intermittent existence.

The music hobby group was quite active for a time, then merged with an honor fraternity in that field. The athletic group, or Alpha Gamma, has continued to have great interest. These girls also meet for lunch once a week, but are active in other ways in planning hikes, tennis tournaments, and other games, such as ping-pong and shuffleboard.

Recently another group has been organized—the girls who have an itch for scribbling. They have named themselves the Sigma Epsilons, and enjoy listening to talks about writing, especially chosen stories and articles, and the things which they themselves have written. They ask for and appreciate mutual criticism. They have had considerable pleasure in entering various writing contests.

It will be noticed that all hobby groups have Greek letter names. This was deliberately planned that students may have opportunity to belong to a Greek letter society. Many students are not interested in social sororities or not financially able to join them; yet they enjoy the companionship and contribute definitely to the group to which they belong. The hobby groups look for such students and help them in becoming adjusted to campus life. Yet sorority members are also welcomed. Thus the hobby groups serve as an integrating agency which is wholesome.

Last fall, in planning for the parade before the "big" football game, the Y. W. C. A. had a delightful inspiration. A large car was deco-

rated with college colors and "Y" triangles, and carried the Y. W. C. A. officers. Immediately following, attached to the large car and to each other by paper chains, were tiny decorated Austins for each of the hobby groups. This was very effective.

After four years of trial, we are convinced that the hobby group has a definite place on our campus, contributing to our fellowship program in a splendid way. Each semester, new girls are affiliated with a group of girls whose interests are similar to theirs. The informal but sincere friendships enrich college life and the stimulus of being expected to do creative work brings out much latent talent.

We feel that this plan has been far more effective and far-reaching than the big sister movement. It does not, however, interfere with that movement if the program for the year includes it.

ROGER BABSON says: "When America's keenest minds are using the newspapers, magazines, movies, and radio to entice youth to drink whiskey, smoke more cigarettes, and make heroes of criminals, these youths should at least hear the other side of the argument from someone. When great advertising forces are being used to break down mankind and womankind, parents owe it to their children to send them to educational institutions which urge their students not to be fooled by such advertising."

Many college men will be interested in an article by Virginia C. Gildersleeve in Supplement No. 9 of the January, 1936, *Educational Record*. It is entitled "State Requirements That Discourage Educated Persons from Teaching."

The Passing Tribute

A. M. Shaw, Jr.*

NEXT to the anxiety to be properly recognized and safely established in that world which lies beyond, perhaps the most earnest concern of human beings is that they shall not soon be forgotten in this one. No doubt, one of the sharpest pangs which accompanies the prospect of departure from this life—whether the one who faces that prospect is conscious of it or not—is the realization that the blanket of sod which shuts him from the view of busy mortals who are left behind, will within a few brief weeks or months or years shut him from their memories as well.

The poet Thomas Gray standing yonder in that English village church-yard, and gazing upon the humble graves of those who were buried there, read the human longing to be remembered, in the crude inscriptions upon the tombstones which marked each resting place. In one stanza of his famous *Elegy* he writes:

“Yet e’en these bones from insult to protect
Some frail memorial still erected
nigh
With uncouth rhymes and shapeless
sculpture decked,
Implores the passing tribute of a
sigh.”

The prospect of being soon forgotten is not a happy one. The consciousness that one's accomplishments and triumphs, the fruits of his energy, his struggles, his intelli-



A. M. SHAW, JR.

gence, and his courage will in the minds of most people perish with him; and that when his bones are dust and his flesh is grass, the few who wander by his resting place in years to come will note his marble slab or shaft—however imposing it may be—with small interest and with smaller knowledge of the person in whose honor it is reared—this consciousness, I must say, has nothing cheering about it. And yet there is no gainsaying the inevitability of the truth here indicated. Out of the billions who have had at least a little part in human affairs, history has given us but a handful of immortals. Each state and nation has its own little group of those about whom an imperishable glory has gathered; and many of the older communities have upon the scroll of their years a few names which honored memory protects from oblivion.

Immortality, insofar as this world is concerned, is founded not upon accomplishment alone, but upon unusual and distinguished accomplish-

*Centenary College, Shreveport, La.

ment—large achievements that make for the happiness and well-being of others.

In this world there are many who have the means of doing something, by reason of which they may achieve a permanent place in the annals of at least a small segment of the world—a lasting place in their community or perhaps their state. And many of these perhaps crave that distinction—but they pursue exactly the opposite course from the one designed to bring about this result. They accomplish much no doubt, according to their own standards of measurement, but the greater part of this accomplishment is directed toward the satisfaction of their own desires and the promotion of their own well-being. Therefore, regardless of apparent large achievement, their biographies are contained in the terse expression of that incisive poet when he wrote these lines,

"A number of us creep
Into the world to eat and sleep,
And know no reason why we're
born,
But only to consume the corn,
Devour the cattle flesh and fish,
And leave behind an empty dish.
And if our tombstones when we
die,
Be not taught to flatter and to lie,
There's little more that can be said,
Than that he's eaten up his bread,
Drunk his drink and gone to bed."

There you have a thumbnail sketch of the human being, whether rich or poor, prominent or obscure, aristocrat or commoner, who lives his life with most of his thought and interest centered upon himself.

There are certain advantages of opportunity and genius which some candidates for lasting distinction possess in fuller amplitude than their fellows. Fame has been kind

to men of courage in every sort of emergency. Wars have bred a galaxy of heroes, the number of which is perhaps out of proportion to the total of world immortals. Great crises in human affairs have raised up men of heroic stature who in ordinary conditions of life might never have risen above the low plane of mediocrity.

But the conditions under which most mortals live their lives are not times in which the more dramatic and colorful features are present. On the contrary, they are times in which the whole center of emphasis seems rather often to be placed upon the humdrum struggle for existence, the striving for material accomplishments, the effort to achieve a temporary position of prominence. In such times, it is only occasionally that we meet the inspired individual, the clear-visioned genius, the man or woman of heroic quality and immortal stature.

Let us look at the basis of lasting distinction in this world and at those who may possibly achieve it. The basis of a permanent place in the regard of humanity is an accomplishment of permanent good for humanity, whether in the writing of a fine poem, the building of a great bridge or canal, the execution of a masterly piece of world statesmanship, or in the intelligent exercise of the philanthropic spirit through the giving of liberal endowments to institutions which contribute to the well-being of mankind.

Of all those groups of individuals who might bid for remembrance by humanity, I think the man of wealth has, from many standpoints, a decided advantage. He may not be able to claim as high a niche in the hall of the immortals, but he has within his power the possibility of

achieving an almost certain place in it.

We do not have many poets whose songs will be sung after the poet is dead; perhaps we do not have many builders whose structures of stone and steel will give them a permanent place even in the chronicles of their own communities; certainly we are not blessed with any considerable number of men in public life whose statesmanship will fix their names in the minds of posterity; but we do have an abundance of wealthy men, thousands of individuals, ranging from the substantially wealthy to the fabulously rich, most of whom have it within their power to win the lasting gratitude of their fellows, through the wise and beneficent administration of a portion of their fortunes in such a way as to bring lasting good to society.

It has been truly said many, many times that there are some things which money cannot buy; but there is one fine thing which money can buy, and that is an increased opportunity for the physical, intellectual, and social well-being of the members of society, which is invariably rewarded by the lasting appreciation of a grateful posterity.

Yonder in New England in the early part of the seventeenth century there settled a young English preacher. Dying at the end of about a year's residence in the New World, he bequeathed to the little college at Cambridge his library of three hundred books and his slender fortune of less than five thousand dollars. With that beginning, the college grew to be the magnificent university which bears his name—an institution with tremendous physical resources of every kind, including an endowment of one hundred twenty-three million dollars, and an institu-

tion with powerful intellectual and spiritual force. With the name of its earliest benefactor are associated those of other friends of the university and of humanity, who, through generous gifts, have made for themselves a lasting place in the regard of all persons whose lives are touched by Harvard University.

What the friends of Harvard University did for that institution, the Vanderbilt family have done for Vanderbilt University; Senator Stanford for Stanford University; Johns Hopkins, the Baltimore merchant, for Johns Hopkins University; William Marsh Rice for Rice Institute; James Duke for Duke University; George Peabody for Peabody College and public education in general; the Rockefellers for every type of public beneficence, spreading their benefits to every quarter of the globe.

And throughout this land, dotting the country somewhat thickly in some sections, are memorials, some of them modest and some of them great, but all of them worthy; memorials in the shape of libraries, hospitals, colleges, universities, foundations and endowments for the promotion of medicine, of public health, of scientific research, of social reform, and of education in all of its many aspects, memorials of an enduring character, erected to those leaders in the economic order, who not only had the energy and intelligence necessary for the acquisition of material resources, but who had also a higher wisdom, compacted of social insight and human sympathy which prompted them to dedicate a portion of their resources to the well-being of mankind.

I need not tell anyone that we are living in a new day. Even if we had not heard that remark a thousand times or more, we would know that it is true. It is a time of adjust-

ments in every field, a time of shifting values, a time when the chief purpose of society will in the future be to build a social program which shall catch up with, and keep pace with, the phenomenal achievements in industrial and scientific fields. And he, who would be the man of the hour, the St. George of the twentieth century, the personality whom posterity will not easily forget, will be the individual whose energies and talents are directed toward the fulfilment of this program.

In conclusion, I want to state very frankly that I envy the man of wealth—not because of superior advantage or benefits which such

wealth may bring to him and his family, for I think these advantages are to a considerable degree counterbalanced by the hazards of wealth, the harrowing perplexities and disasters of an uncertain time, and the growing resentment on the part of the underprivileged masses against men of means; but I do envy the man of wealth because he holds within his hands an advantage such as comparatively few persons outside of this group possess, the power to erect for himself, through generous philanthropy, an enduring memorial, which shall shine like the sun and warm the hearts of humanity long after he has passed away.



GROUND BREAKING FOR FONDREN LIBRARY
SOUTHERN METHODIST UNIVERSITY
DALLAS, TEXAS
JUNE 2, 1936

From left to right: Bishop John M. Moore, Mr. W. W. Fondren, Mary Doris Fondren, granddaughter of Mr. and Mrs. W. W. Fondren, Mrs. Fondren, President Charles C. Selecman, and Bishop H. A. Boaz.

Wendell Brooks Phillips in The Atlantic Monthly, Says:

STUDENTS in colleges everywhere, please rise! You must know that the scores of little colleges which you attend, so provincial, so American, are sick unto death. Within twenty years they will have died or changed into something greatly better. You can most effectively help them by simply insisting that they give you an education.

When, on commencement day, your president says solemnly to each senior, "I admit you to the company of educated men and women," see that he makes good his word. It is sad indeed to be told that you are an educated man or woman and then find out that you are not. If your college refuses you an education, and you are unable to attend an institution more enlightened, get your training in some other way. There are still mines, factories, construction camps, and farms. And if you have a hankering to bum your way around the world, you will find that the world was never more instructive, nor more stimulating to a mind awake than it is at the present moment.

Huntingdon College (Montgomery, Ala.) was named for the Countess of Huntingdon, a devout member of John Wesley's first Methodist Society at Fetterlane, London. Lady Huntingdon built 64 chapels, supported schools, established Trevecca College for the education of Methodist ministers; financed the seven missionary journeys of George Whitefield to the American colonies and endowed the Bethesda Orphanage in Georgia which was established by his efforts.

S. M. U. Professor on European Mission

PROFESSOR C. A. Nichols, Director of the School of Education of Southern Methodist University, has been invited by the Oberlaender Trust of the Carl Schurz Memorial Foundation to be one of a party of ten to make a tour of German and Austrian Universities and Schools during September and October. The aim of this particular tour is the study of methods of teaching foreign languages. Educators invited to compose the party of ten have been selected from various parts of the country.

The Carl Schurz Memorial Foundation has for its purpose the development of cultural relations between the United States and the German speaking countries.

An active church worker, Dr. Nichols is Superintendent of the Sunday School of the Highland Park Methodist Church, and is a member of the General Board of Christian Education of the Methodist Episcopal Church, South.

The party sailed on the S. S. Bremen from New York on August 22 and will return around November 1.

Work Progressing on New Library at S. M. U.

THE summer months have witnessed steady progress on the construction of the new library building on the S. M. U. campus. With appropriate ceremonies, dirt was broken for the building on June 2, and CHRISTIAN EDUCATION MAGAZINE is glad to present herewith a picture taken at that time. It will be recalled that this library is made possible by a \$400,000 gift to the University from Mr. and Mrs. W. W. Fondren of Houston.

Should Colleges Train Philanthropists?

●

Arnud C. Marts*

SO far from being a totalitarian state, the American people maintain approximately 500,000 units of voluntary social endeavor as contrasted with only about 175,000 units of government regulation. To give away money voluntarily to these humanitarian causes is one of the most satisfying of human experiences. Few other acts provide a comparable glow of satisfaction.

One who has cultivated the art of giving knows it to be an art, and one of the most gracious arts of self-expression. Yet it is an expression which must break through a crust of inhibitions which seems almost racial in its formation. Why is it that one dreads to ask another, especially a friend, to make a modest contribution to a noble cause? Why, indeed, does one, even a generous person, dread to *be* asked to do so? On both sides there is a strain of awkwardness which suggests a general social inhibition in the matter. Why is the solicitor so often enveloped in an involuntary vapor of timidity? Why do instinctive protective reactions surround the prospect with the shell of an armadillo, and erect between the two a wall of ice?

Good Fishing for a Ph.D.

Here is a phenomenon of racial instinct which needs to be torn apart and examined by the same astute students of human behavior who

have in recent years revealed to us age-old reasons for other of our instinctive reactions. Here is a fruitful field of study for some doctor of social psychology. Scores of thousands of reports on interviews could be made available for his study. He might, for instance, seek to explain why a prosperous gentleman last fall declined to give to his community chest on the ground that he had not been able to collect rents from certain houses which he owned and that he would, therefore, regard that loss "as his gift to the unemployed." Now, this gentleman is not "stingy," he *spends* money freely without too penurious an attitude. It is only when he comes to the consideration of *giving* money to a humanitarian cause that his mental processes lead him to decisions which make him appear ridiculous.

I have appeared before many individuals to plead support for an unselfish cause. Many times I have been received graciously; a few times even with cordiality; generally, however, with suspicion, dread, or fear plainly in evidence. In one instance the rich man of the town actually kept to his bed part of the time and to the back streets the balance of the week I was in his town, lest he should be solicited. His fright amused the whole community. Of what was he afraid? Simply that he would be asked to give a little out of an abundance to protect the future of the local college which several members of his own family had attended and which he himself held in high repute. There should have been nothing terrifying in that experience. The fear was so completely out of proportion to its causation that it suggested a protective attitude rooted in social habits.

Perhaps the explanation is to be found in the void in our educational processes with respect to the development of social attitudes toward

*Acting President of Bucknell University. Article reprinted by permission of the *Key Reporter*—summer, 1936.

giving money to humanitarian causes. What strictly *educational* agency includes any such training? None comes to mind.

Would it not be appropriate for the college to begin to consider, as a definite cultural duty, some instruction in the art of giving? One hears of a college professor who built a quotation board in his lecture room in order to instruct his students of economics in the fine art of speculating in common stock. One reads of a Bureau for Street Traffic Research at one of our leading centers of culture. One hears of courses in personality and charm, in motion picture acting and radio announcing. Is there not place also for some definite mention of the financing of those philanthropic, educational, character-forming, and cultural institutions which serve to enrich and ennoble our life and whose support requires approximately a billion and a half dollars in voluntary gifts each year? Appropriate mention of this phase of our cultural life could well be made in the college's courses in history, economics, sociology, psychology, and ethics, without necessarily creating a new course for the purpose.

Where Colleges Muff the Ball

Colleges which would give such instruction and encouragement to their students would serve themselves as well as the nation, for colleges rank as the second largest beneficiary of American philanthropy. These institutions, which depend largely upon public philanthropy, might well assume a larger responsibility in inducing a spirit of philanthropy among the future leaders of the nation. The average college reserves all it has to say on that subject until its students become alumni. Not until the student steps off the commencement platform into

the ranks of alumni does this phase of his education commence, but the college then begins to expect a response from the philanthropic spirit which it neglected to nourish while the student was on the campus. It has waited too long in many cases, for 45 to 100 alumni never respond to their alma mater's request for funds.

Culture or Soda Water

When the colleges begin to prescribe to students the giving of money to humanitarian uses, as a definite phase of their cultural life no sooner to be omitted than reading good books or listening to good music, then perhaps a new social attitude in the matter may be created. Perhaps the solicitor may then be able to cast off a bit of the furtiveness of his approach and feel more like the good citizen that he is in giving his time to the common good. Perhaps, then, churches may be able to discard their raffles as a means of financing, and hospitals will be able to get along without their charity balls. Perhaps the average American family will bring its voluntary gifts for education and culture up to level of its expenditure for soda water. And we may, as a nation, eventually give enough each year to all our institutions of religion, education, health, social service, character-building, and culture to raise the total to a figure equal to the amount of our annual bill for criminal thefts and frauds. To do so would require us to give just twice as much as we now give, but wise education could persuade us to do it—and to enjoy it.

Seven hundred graduates of Birmingham-Southern College (Birmingham, Ala.) are teaching in the school system of Alabama.

An Old Boy Revisits Alma Mater

I. E. McKellar*

(EDITOR'S NOTE: On Sunday, June 7, 1936, it was this editor's privilege at the church school hour to sit in a large class of men in our Mulberry Street Church at Macon, Georgia, and to hear the teacher, then a stranger to him, express warm appreciation of Old Emory, his Alma Mater, and of the new Emory into which that earlier institution has developed. In response to a special request the teacher has made a copy of his remarks available for publication and they are printed below with the feeling that they are so typical of the sentiments of alumni and exes generally that they will strike responsive chords in the hearts of many loyal sons and daughters not only of Emory but of other colleges as well.)

BEFORE taking up the lesson I wish to tell you something of my trip to Emory, Druid Hills, and to old Emory, at Oxford, on yesterday.

Dr Wiggins, '03, Mrs. Wiggins, and I, leaving Macon about eight, reached Decatur in a little over two hours, going the new route through Forsyth and Indian Spring. It was not long before we arrived at the big tent and were registered. Already many old boys had gathered, from Dr. W. C. Lovitt, '74 I think, distinguished minister and editor, down to the optimistic youth of '35. The auditorium was filled with men from many states, men of every profession, men who had attained every degree of success, distinguished ministers, lawyers, doctors, college presidents, professors, editors, missionaries, capitalists, realtors, and other business men. Others were pres-

*Professor, Wesleyan College, Macon, Georgia.



I. E. M'KELLAR

ent, less conspicuous, but not less admirable in character and their contribution to the needs of a complex and modern social structure. After speeches from alumni and university representatives an elegant meal was served the group on the campus. The wives of faculty members, daughters of Emory, daughters of Wesleyan, and other elect women enhanced the enjoyment of the occasion. It was the beginning of Emory's home-coming for her one hundredth anniversary.

After the luncheon and the taking of class pictures a goodly number set forth on a pious pilgrimage to old Emory at Oxford, a place unique in Georgia, perhaps in all the world. Lauren Foreman, Earl Anderson, Hugh Woodward, and I located the tree of the class of 1901, an elm, where we spoke gently of the living and the dead. We revisited Phi Gamma Hall, where we had debated questions of state and settled every problem of foreign affairs.

Later we gathered in the histor-

ical chapel where Haygood, Hopkins, Candler, Downman, and Dickey had sat as students, where later they had presided. Restless feet had worn wood and granite, the chapel pews were as hard and uncompromising as in days past, but a flood of memories too sacred for description swept over us like a mighty tide.

We had come to unveil and to present to the university an oil painting of Professor Mansfield T. Peed, long-time mathematics teacher, scholar and gentleman, beloved of all. Simplicity and sincerity characterized the service conducted by George Roach, president of Oxford Emory. After the song Bishop Candler offered the prayer, mellow and eloquent of tender emotions. Hal Hentz, '04, of Atlanta, paid a comprehensive and worthy tribute to his teacher and friend, son of Virginia, trained at Randolph-Macon and the Hopkins, man of the crystal soul. President Cox accepted the portrait on behalf of the university with fitting and reminiscential words.

Walter Jones, '01, Superintendent of the Bibb System, his son, Newton, and I strolled up to Candler Hall, the old library, where we found our class picture. Newton gazed on his father as he looked thirty-five years ago. I saw again the youthful face of my brother, H. R., now Lt. Col., U. S. A. Medical Corps, at El Paso. Many others we saw and called to mind, noting the fifteen now dead.

Thence we drove off the campus, passing Haygood Dormitory, the old Oxford Church where we were graduated, "Shorty's" home, the Means House, and the big tree known to thousands.

Strange how we loved it, and love it still! Strange how our hearts

grow soft and tender! No wonder Bishop Candler has said, "When I go to rest, take me back to Oxford, for it is there I long to sleep." In all his long, brilliant, and useful career, perhaps his greatest, his happiest work was at Oxford, the old Emory. There he made bishops, college presidents, professors, editors, secretaries, law-makers, developers of our commonwealth, men of achievement and stalwart character. No more vital, enduring work can any man do.

In my day Emory had about fifteen professors. Today Emory University, gleaming in marble, strong, endowed, equipped, progressive, and confident, has about two hundred and fifty people on its staff and is giving degrees to some two hundred and seventy-eight students at this Convocation. What a growth, what a development!

Walter, Newton, and I toured home through Covington, Jackson, and Indian Spring, reaching Macon about sunset, not wearied but emotionally stirred by all we had seen and felt, hopeful and optimistic as to the future of my Emory and yours. Somehow my prayer is that we may use these new facilities of travel, these ever enlarging opportunities for the training of brain and spirit with an eagerness, devotion, and consecration not less than that which characterized our fathers before us.

Professor George M. Reynolds, director of the Resettlement Administration in Mississippi, has been appointed by the Carnegie Foundation for Peace to a fellowship in Europe for the next year. Professor Reynolds was formerly on the Centenary College faculty and is a son of Dr. J. H. Reynolds, president of Hendrix College, Conway, Ark.

Ministerial Education

The New Secretary

W. M. Alexander

THE Department of Schools and Colleges announces that Dr. N. C. McPherson, Jr., formerly associate professor of systematic theology and ethics at Garrett Biblical Institute and at Southern Methodist University, has become a member of the staff of that department and will assume at once the directorship of the Division of Ministerial Education and Enlistment for Religious Vocations. This work, always important, is rapidly becoming an urgent problem. The slowing up of ministerial recruiting during the depression years and the lifting of the requirements for admission into our Annual Conferences to four years of college work are now threatening the Church with a serious shortage in its ministerial supply. The marked church-wide increase of interest in pastor's schools and other forms of ministerial training also are calling for greatly extended help and guidance upon the part of the General Board. Furthermore, the growing concern of our colleges with reference to the best service they may render in the matter of ministerial recruiting and training and in the adequate preparation of lay Christian workers is making concerted action under a central leadership highly important. In the light of these urgent needs, and because of the special fitness which Dr. McPherson possesses, he has been called to and has accepted



N. C. M'PHERSON, JR.

responsibility for guiding this area of the General Board's work.

Dr. McPherson was born in Bremen, Ga. He secured his primary and secondary education in the schools at Bremen and at Atlanta. His college work was done at the University of Georgia and at Emory University. He received his B.Ph. degree from Emory University in 1927. In 1929 he received his B.D. degree at Garrett Biblical Institute, and in 1930 the Ph.D. degree was conferred upon him by Northwestern University. His major work in the graduate field was in systematic theology, philosophy of religion, and ethics.

In addition to these academic attainments, Dr. McPherson has membership in the following organizations: American Philosophical Association, the American Theological Society, Methodist Federation for Social Service, National Association for Advancement of Colored People, Fellowship of Reconciliation, Sigma Chi Fraternity, and the honorary ministerial fraternity of Theta Phi.

He became a member of the church when six years of age. In early manhood he was for several years a member of the Board of Stewards of Druid Hills Methodist

Church, Atlanta. He served as superintendent of the church school for two years at the Exposition Cotton Mill Methodist Church. In 1926 he joined the North Georgia Conference, and while a member of the conference he was ordained deacon and elder by Bishop John M. Moore. He served the Union City charge of the North Georgia Conference. At the present time his membership is in the North Texas Conference.

Mrs. McPherson, formerly Miss Elizabeth Davison, is, like her husband, a native of Georgia. She received her education at Shorter College, Rome, Ga., and at Cox College. They were married in February, 1921. They have two sons—Thomas, 14, Hoyt, 13 years old, and Elizabeth, 8 years old. The family has taken residence in Nashville on Lynwood Boulevard. — *Christian Advocate*.

Refinancing of Texas Wesleyan College Obligations Announced

PRESIDENT Law Sone of Texas Wesleyan College (Fort Worth, Texas) announces the recent completion of a refinancing program under which the school's debt burden of \$380,000 is reduced to \$100,000. Money used in the transactions was obtained as a loan from Texas Wesleyan Academy at Austin, Texas, an institution which recently closed its doors and which was fortunate enough to sell its property at a very satisfactory figure.

President Sone and various members of the Board issued statements indicating regret at the necessity of settling the school's obligations at less than one hundred cents on the dollar but at the same time expressing appreciation of the generosity of the creditors and bondholders, and of their aid in making this settlement possible.

Lambuth College Issues Interesting Literature

Two attractive pieces of literature from Lambuth College (Jackson, Tenn.) have recently reached the offices of the Department of Schools and Colleges. One is a six-page mimeographed newsletter which contains a large amount of news from the college and a limited amount of carefully selected promotional material as well. This is a regular publication of the college and is sent to alumni ex-students and friends.

The other piece of literature is an impressive booklet of views setting forth the beauties of the Lambuth Campus and its immediate environs. It is beautifully bound and decorated and contains sixteen pages of campus scenes together with a four-page panoramic folder portraying one of the most beautiful sections of the campus and the attractive homes which border it.

Millsaps Man Heads Federal Schools for "G-Men"

A MILLSAAPS alumnus, Hugh H. Clegg, is the founder and director of the Federal Bureau of Investigation Training Schools of the United States Department of Justice at Washington, D. C.

Under the direction of J. Edgar Hoover, director of the Federal Bureau of Investigation, Clegg bosses the three training schools and laboratories where "G-Men" are taught how to "get their man."

When Clegg graduated from Millsaps, he went to George Washington University where he received his LL.B. degree. From George Washington he went to Northwestern University for a course in scientific crime detection. He was at one time fellow instructor at Millsaps College.

Our New College Presidents

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J. W. BERGIN

**Southwestern University
Georgetown, Texas**

IN ITS NEW PRESIDENT, Dr. J. W. Bergin, Southwestern University has one of its own alumni at the in-



J. W. BERGIN

stitution's helm. A native of the Lone Star State, Dr. Bergin was graduated from Southwestern in 1897, receiving the Ph.B. degree. He immediately entered the Texas Conference, serving various charges within its bounds until 1916 at which time he was transferred to the Central Texas Conference.

His pastorates have included some of the leading appointments in the Conferences in which he has held

membership, as for example: Longview; Marlin; First Church, Marshall; First Church, Temple; First Church, Fort Worth; and First Church, Corsicana. In addition he has served as Presiding Elder of the Waco, Texarkana, and Georgetown Districts. It was from this last named appointment that he was called to his present position when in September, 1935, the resignation of Dr. King Vivion created a vacancy in the presidency of Southwestern University.

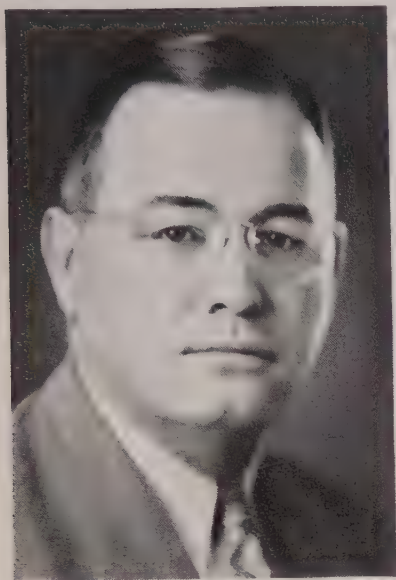
Dr. Bergin has always been deeply interested in Christian education and closely identified with its program. While in the Texas Conference he was secretary of the Conference Board of Education and later in the Central Texas Conference he served as chairman of the Conference Board of Christian Education. He has taught repeatedly in summer assemblies and pastors' schools. In 1921 he was awarded the Doctor of Divinity degree by his alma mater.

DR. T. W. BRABHAM

**McMurry College
Abilene, Texas**

ASSUMING LARGELY the responsibility of self-support at the age of thirteen, and shortly thereafter responding to a call to preach, President Brabham within the next few years succeeded in working his way through Lon Morris College and while doing so contrived to find time for liberal participation in various extra curricular activities. Leaving college, he went into the pastorate, thence, in 1917, into the army and in 1919 back into the pastorate. In 1931 he was called to the presidency of Texas Wesleyan College, Fort Worth, and now after five years in that position he returns to the Northwest Texas Conference to become President of the Confer-

ence college. President Brabham holds a D.D. degree conferred by McMurry College in 1932 in recog-



DR. T. W. BRABHAM

nition of his services as a pastor and at Texas Wesleyan College.

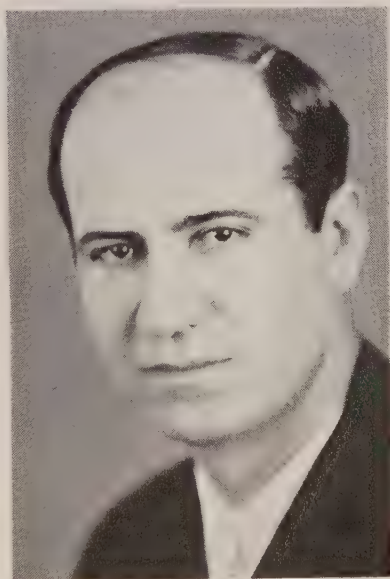
Dr. Brabham's former contacts with the educational program of our Church include membership on the Northwest Texas Conference Board of Education from 1921 to 1931, and service in the office of Secretary of that Board from 1926 to 1931. He was a member of the McMurry College Board of Trustees from 1923 to 1931. During his five years at Texas Wesleyan College the enrolment at that institution was doubled, and redoubled, the college coming under his administration to have perhaps the second largest student body to be found in any Methodist institution in the State of Texas, the enrolment at S. M. U. being the only one that surpassed Texas Wesleyan College in point of numbers.

LAW SONE
Texas Wesleyan College
Fort Worth, Texas

BORN IN Dickens County, Texas, thirty-three years ago, Mr. Law Sone, new President of Texas Wesleyan College, comes of pedagogical stock, his father having taught in the public schools of Texas for forty-five years and being at present Superintendent of Schools in Stinnett, Texas.

President Sone is a product of the public schools of Texas and holds both the B.A. and the M.A. degrees from West Texas State Teachers' College at Canyon, Texas. He has done graduate study in Texas Technological College at Lubbock and in Leland Stanford Junior University at Palo Alto, California.

With eight years of teaching ex-



LAW SONE

perience in public education, four of which had been as Superintendent of a small but progressive school

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system in the Texas Panhandle, he came in 1932 to the Deanship of Texas Wesleyan College. This position he held until 1935 when he entered business in Fort Worth, only to be recalled to the college to take the presidency a few months later on the resignation of Dr. Brabham.

J. PAUL GLICK

Blackstone College

Blackstone, Virginia

THE BOARD OF TRUSTEES of Blackstone College for Girls in their meeting held July 2, 1936, elected



J. PAUL GLICK

J. Paul Glick of Amherst, Virginia, as President of the College.

President Glick has spent his entire career as an educator. His graduate work was done at the University of Virginia, University of Illinois, and Harvard, and his wide field of experience includes two

years of high school teaching, ten years as high school principal, two years as Assistant in Harvard School of Education, and two years as Associate Professor of Education in the University of Richmond.

Improvements now in progress at Blackstone College include the renovation of the halls, library, and offices and the building of an indoor swimming pool. Mr. Glick is also expanding the activities in the Department of Physical Education and has added a course in journalism to the curriculum.

G. C. BOSWELL

Weatherford College

Weatherford, Texas

G. C. BOSWELL, newly elected President of Weatherford College, is another native of the State of Texas. He holds a B.A. degree from the University of Texas and an M.A. from the same institution. After serving for sixteen years as



G. C. BOSWELL

superintendent of various small city school systems in Texas, he came to the deanship of McMurry College, Abilene, Texas, in 1933. After three years of service in that position he assumed the duties of his office at Weatherford early in the past summer.

In addition to holding membership in several professional educational organizations, President Boswell is an active member of the West Texas Historical Association and has made numerous magazine contributions on historical subjects.

DR. J. A. CHAPMAN Ferrum Training School Ferrum, Virginia

DR. J. A. CHAPMAN, who in the Fall of 1935 became President of



DR. J. A. CHAPMAN

Ferrum Training School, is a native of Halifax County, Virginia. His school experience included at-

tendance at South Boston High School, Bedford Academy, Randolph-Macon College at Ashland, Virginia, and Vanderbilt University. While in college he was active in athletics and in debating. After receiving his B.A. degree from Randolph-Macon he continued his education by entering Vanderbilt University's School of Religion, from which he later received a B.D. degree. He has also done graduate work in Union Theological Seminary, New York City.

His pastoral experience has included some of the leading churches in Virginia and Maryland. He is, however, by no means new to the field of education, since at one time a few years ago Dr. Chapman was a teacher on the faculty at Ferrum.

As a traveler he has visited every state in the union and has toured extensively in Europe, Asia, and Africa. He has spent much time in the Holy Land.

Dr. Chapman is the author of three books: *Launching Out into the Deep* (Cokesbury), *The Royal Road to Friendship* (Garrett and Massie), and *The Neglected Service* (Garrett and Massie).

The Rev. James W. Workman, presiding elder of the Fayetteville district in the North Arkansas conference, has been awarded the honorary degree of Doctor of Laws by Southern College (Lakeland, Fla.). Dr. Workman also has the degree of Doctor of Divinity conferred on him by Hendrix College, Conway, Ark.

* * *

The "9019" (Ninety-Nineteen) Society of Duke University, a scholarship and patriotic organization which had its origin in Trinity College, predecessor of Duke, recently observed its 45th anniversary with forty-seven of the 500 members, scattered about the world, present.

"Singin' in the Rain"

A COLLEGE president has said, "All my life I have heard great cheering. Expectant cheers, clamorous cheers, loyal cheers, the thundering cheer of victory. But I never heard such cheers before or since, as that which greeted a crippled boy on commencement day, carried across the platform in the arms of a college football player to receive his degree with honor."

Four years before upon entering college, his professor had said, "Stand up." "I should like to, sir," came the answer, "but I have not been able to do that since I was four years old."

Suppose we put ourselves in that boy's place. How easy to surrender; to stop dreaming; to become lost in a morass of self-pity. Instead, that boy fought his fight, and so carried himself that thousands cheered him on the day of recognition because he kept "Singin' in the Rain."—*Christian Advocate*, N. Y.

Central College (Fayette, Mo.) has come into possession of a rare historical document. It is a certificate of life membership in the Illinois conference missionary society given to Elizabeth Gunn and signed by Peter Cartwright, one of the early leaders of the Methodist Church. The document was issued prior to 1859 and is one of the few papers extant bearing the signature of Peter Cartwright.

An anonymous gift of \$20,000 has been made to Hendrix College (Conway, Ark.) by a friend of that institution.

* * *

Dr. W. P. Few, president of Duke University (Durham, N. C.), is reported to have said in an address before the University of Chatta-

nooga at its recent semicentennial celebration, that "factory" methods in American colleges are producing "second-raters, half-educated pan-handlers, and boondogglers" whereas the colleges ought to be "trying to build a few leaders instead of a great horde of second-raters."

* * *

Internationally known speakers recent visitors at Southern Methodist University (Dallas, Texas) included Toyohiko Kagawa, noted Japanese Christian, Edwin Markham, poet, Dean Charles Reynolds Brown, of Yale, Dr. Edwin Lewis of Drew, Dr. Charles W. Gilkey of University of Chicago; and Dr. S. G. Inman, authority on Latin-American affairs, who is working under the auspices of the League of Nations in placing Jewish refugees in Latin-American countries.

Recent reports of Duke Hospital (Durham, N. C.) show that of \$475,499 required to operate the hospital last year, \$243,250 was spent on charity patients from 87 counties in North Carolina. There were 45,681 visits made to the public dispensary. During the year the hospital treated patients from 20 states and Canada.

President J. H. Reynolds of Hendrix College (Conway, Ark.) represented Arkansas at a centennial celebration in Washington, D. C.

Dr. Robert E. Blackwell, president of Randolph-Macon College (Ashland, Va.), announces a plan to ask former students to send a dollar each to purchase the New Methodist Hymnal in the college chapel. Names of the donors will be written in the books and they will be used as a memorial.

The Nashville Campaign for Scarritt College

E. J. MORELAND*

THE Nashville Campaign to raise \$75,000 for Scarritt College was inaugurated on the eighteenth of May and brought to a successful close on June 11. While there had been much thought, careful consideration, and rather extensive planning given to the campaign through many weeks prior to the beginning, the success achieved may be traced not so much to those preparations as to the permeating influence of "the Scarritt spirit." It may be truly stated that in the planning, in the campaign itself, and in the results achieved, the Scarritt spirit was a very decisive factor.

There were certain features of this special effort which merit attention, for this was no ordinary "drive for funds." It was in many ways a unique and totally new experiment in which the Nashville citizens participated and to which they gave such loyal support.

It was an extraordinarily quiet campaign. It was "a campaign without publicity" as one member of the Central Committee expressed it. Only three articles were published in the daily press throughout the duration of the special effort. The members of the Central Committee, under the leadership of Mr. C. A. Craig and including many of the outstanding business and civic leaders of the city, early decided that no "noise" was either necessary or desirable. Certainly this was in keeping with the spirit of the institution.

One friend sent in a hundred dollars with this comment: "I only wish that I could give five times as much to Scarritt, for it means far

more than that to me!" This adequately expresses the spirit of a large majority of those who contributed.

Thus Nashville takes the first necessary step in our church-wide campaign for Scarritt. During the coming months the special effort, with the larger objective, will be carried forward over the church.

* * *

According to the Christian Observer, the founding of a vacation home for young people of college age whose parents are foreign missionaries of the Presbyterian Church is one of the very interesting developments at Montreat, N. C., the home of the Church's Summer Assemblies.

A pre-commencement event at Greensboro College (Greensboro, N. C.) was the annual "Cap and Gown Service," at which time the "Little Sisters," or sophomore class, placed caps and gowns on their "Big Sisters," the seniors.

Scholarships for graduate work received by Millsaps seniors for next year include: Commonwealth scholarship, Tulane University; Emory; University of the South; and Massachusetts Institute of Technology.

Weatherford College, Weatherford, Texas, announces receipt of gifts amounting to some \$1,500 during the summer. Redecorating and improvements of an extensive nature have been effected in the buildings and on the campus.

The degree of B.A., "Balanced Appreciation," would be a fit ending to any college course.—*Carl Summer Knopf—The Student Faces Life.* Judson Press.

* Vice-President, Scarritt College for Christian Workers, Nashville, Tennessee.

THE DIVISION OF
*The Methodist Student
Movement*
HARVEY C. BROWN

1936-37

PROSPECTS for further achievement in the field of student work are exceedingly bright as we begin the sixteenth year of the Methodist Student Movement's history in the Methodist Episcopal Church, South. Approximately seventy campus units will qualify according to the records of the Inter-Conference Commissions in the fifteen states where our Church is promoting student work. The number of campus programs and workers has doubled since 1932. In beginning the scholastic year 1936-37 we build upon a record of careful planning which will furnish a substantial basis for future achievement. Some aspects of our student program which furnish this basis are: Co-operation with Conference Boards in the organization of Inter-Conference Methodist Student Movement Commissions in twelve states; completion of the set-up of Campus-Church Relations Committees in fifty-eight campus-church situations; assisting in enriching the programs of, and increasing the attendance at fourteen state-wide Methodist Student Conferences and one joint Student Conference; launching a Religious Emphasis Program on the campuses of six states under the leadership of prominent faculty and church representatives; promoting two religious work seminars which reached one hundred and twenty-five leaders and counselors; organizing the Associate Council of the Methodist Student Movement auxiliary to the College Section of the General Educational Council; continuing the

plan of relating the religious activities programs on Church-related campuses to the Student Movement of the Church; installing 6 chapters from Wesley Foundations into the National Society of Wesley Players; and co-operating in a number of significant Wesley Foundation projects and programs with the Student Movement of the Methodist Episcopal Church.

This year our leadership is striving to make considerable progress in:

1. Developing at least six new chapters for the National Society of Wesley Players.

2. Promoting a state-wide Methodist Student Conference in every state of the South where our Church is operating.

3. Promoting a Campus-Church Retreat in at least six states under the auspices of Inter-Conference Methodist Student Movement Commissions.

4. Sending several strong educators and religious leaders into campus situations for platform, forums, Inter-campus seminars, and counseling work.

5. Developing plans for a National Methodist Student Conference in co-operation with the Methodist Episcopal and Methodist Protestant Churches.

6. Making more effective and comprehensive our co-operative student projects in states served by both major branches of Methodism.

7. Getting all Methodist students, so far as possible, affiliated with and at work in their college and university churches.

Everywhere our Wesley Foundation Directors on state and independent campuses and Directors of Religion on Church-related campuses are attempting with new zeal to lead the thinking of their students in the importance of prompt decision and Christian action. Significant achievements await the work of the Methodist Student Movement of our church if our leaders and student constituency give a reasonable account of their stewardship.

State Student Conferences

AN important phase of our fall program is the State-wide Student Conferences. Student executive committees, in co-operation with Conference Executive Secretaries, have a number of Conferences scheduled. Dates will be set for others during the first days of the new school year. Leaders and students are requested to keep open the following dates:

Kentucky, London, October 9-11.
Mississippi, Starkville, October 23-25.

Alabama, Montevallo, October 23-25.

Georgia, Macon, October 30-November 1.

North Carolina, Durham, November 6-8.

Texas, Georgetown, November 27-29.

Tennessee (Joint Conference), McKenzie, November 27-29.

Two or three other states will hold Conferences before the first of December. The rest of our Student Conferences will be held in the late winter and early spring. The general theme this year is: "Christian Action on the Campus."

Triennial Church Workers Conference

Our Wesley Foundation Directors on state campuses and Directors of

Religious Life on Church-related campuses are urged to attend the Triennial Conference of University Church workers which convenes at Chicago Theological Seminary December 29-31. Programs will be made available through our office to all workers connected with the Methodist Student Movement.

Meetings of Interest to Campus-Church Workers

University Commission, Oberlin, September 14-15.

Educational Council, Nashville, December 7-11.

National Methodist Educational Conference, Atlanta, December 13-15.

Triennial Conference of University Church Workers, Chicago, December 29-31.

New Directors

WE welcome into our fellowship of the Methodist Student Movement the following new workers:

Claude Fullerton, Director of the Wesley Foundation of the University of Georgia, Athens.

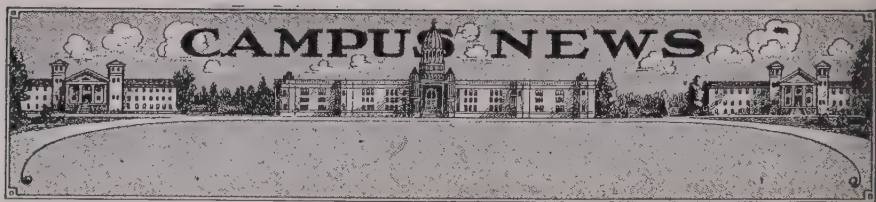
Frank Moseley, Director of the Wesley Foundation, Alabama Polytechnic Institute, Auburn.

Miss Beatrice Johnson, Director of the Wesley Foundation, Mississippi State College for Women, Columbus.

Claude Simmons, Associate Director of the Wesley Foundation, University of Missouri, Columbia.

All of these Directors come to these campus situations well qualified to give such leadership as will insure the continued success of our work. The General office offers every assistance it is capable of giving to these new leaders. Command us!

[Continued on third cover page]



Birmingham-Southern Initiates Campus Improvements for Fall Term

RECENTLY completed improvements at Birmingham-Southern College (Birmingham, Ala.) will provide extra class room and office space for students and faculty.

Science Hall has been completely remodeled during the past summer as a result of moving the Chemistry department, lecture and laboratory rooms to the Simpson Building. The additional space released by the move will be utilized for class and faculty rooms.

The Student Activities Building and the President's home have been redecorated and a general clean-up and paint-up program has put all of the buildings, equipment, and grounds into fine order for the fall semester, which promises to be the "best yet."

Duke University Adds Twelve to Faculty

TWELVE new teachers will begin university duties with the opening of the fall term of Duke University (Durham, N. C.). The faculty additions will be assigned to eleven different departments and include two full professors, a visiting professor, three associate professors, four assistant professors, one instructor, and a director of religious activities. The departments involved are: geology, mathematics, English, fine arts, law, religious activities, mechanical engineering, Old Testament, economics, forestry, and history.

Three new law teachers included

in the list will come directly from bar practice to the class room. They are Dr. J. Douglass Poteat, Greenville, S. C., Kenneth Rush, New York City, and Paul Hapton Sanders of the Texas bar. Two of the number who will come after extended stays abroad are William F. Stinespring, visiting professor of Old Testament of the American School of Oriental Research, and Merrimon Cuninggim, of Nashville, Tenn., former Duke graduate student, who for the past three years has been a Rhodes scholar at Oxford University. Mr. Cuninggim is to be director of religious activities. Others on the new faculty list are: Dr. William Henry Irving, professor of English; Dr. Edward Willard Berry, assistant professor of geology; Dr. J. J. Gergen, associate professor of mathematics; Alexander D. McDonald, assistant professor of fine arts; Dr. Elwood S. Harrar, associate professor of forestry; Dr. Charles S. Sydnor, associate professor of history; and Robert G. Chapman, instructor in mechanical engineering.

South Carolina Pastors Aid Columbia College Campaign

COLUMBIA COLLEGE (Columbia, S. C.) is out to get \$150,000 additional endowment, and according to Methodist leaders, "before the end of the conference year every preaching charge is expected to send in a representative offering," as the result of a campaign put on by the respective pastors.

A conditional gift of \$50,000 has been reported, with the understand-

ing that the remaining \$100,000 is secured. The city of Columbia has accepted \$50,000 as its quota, leaving only \$50,000 to be raised by Methodists of the state at large.

Greensboro College Sees Bright Prospects for 1936-37

IN anticipation of a banner scholastic year Greensboro College (Greensboro, N. C.) has provided space for forty new students to care for the expected increase, has enlarged its faculty, and make many building improvements and additions.

The coming of Dr. Raymond A. Smith as acting professor of religious education will launch significant developments in this department. Another addition to the faculty is Miss Bernice J. White, who becomes head of the department of Home Economics. Miss Annette Harris Shinn of Norward is the new assistant librarian.

All class rooms and studios have been painted; every dormitory room on the campus has been renovated; the alumnae have redecorated and refurnished the social center and lobby of the main building; library and dining room have been improved. Three new tennis courts, a modern home management practice house; and planting of 400 native cedars and shrubbery, claim place in the list of campus improvements.

Scarritt Concludes Best Summer Quarter

CONCLUDING the best summer quarter in its history, Scarritt College for Christian Workers (Nashville, Tenn.) enrolled more than 100 students, including approximately 60 students from Peabody College, an affiliated institution, who took one or more classes.

Throughout the summer quarter the college offered its usual services to the local community. A new feature that attracted favorable comment was the series of organ recitals given by Prof. F. Arthur Henkel, and broadcast from the tower each Sunday at twilight.

Scarritt summer enrolment included students who extended their stay beyond the regular spring semester for additional courses before entering work in church, social, and educational agencies at the beginning of the fall season; other students remained to continue research projects and complete theses. Several missionaries remained in residence in order to complete another quarter of study before returning to their respective fields; and a number of public health nurses and teachers devoted their summer vacation to study at Scarritt.

College officials report that an increasing number of voluntary church workers come to Scarritt for courses in order to prepare for more effective work in their local churches.

Millsaps Dresses Up for Fall Session

EXTENSIVE improvements on grounds and buildings of Millsaps College (Jackson, Miss.) have been made in preparation for the opening of the school in September.

The basement of Founders' Hall, freshman dormitory, has been reworked and will be made headquarters for the Millsaps Band. Formerly used as a dressing room for athletic teams, the renovated basement will be used for storage and practice rooms for the musical unit.

Ground in front of the recently completed Buie Memorial Gymnasium has been leveled and grass planted. A large parking space has been provided adjacent to the gym

(Continued on page 40)

Newsy Odds and Ends

MAUD M. TURPIN

An old-fashioned country dinner and an auditorium program attracted a record attendance to the annual Duke Day celebration at Lake Junaluska, N. C., July 13. The public program was featured by addresses by Drs. W. P. Few and W. K. Green, president and dean of undergraduate instruction, respectively, of Duke University.

* * *

Greensboro College (Greensboro, N. C.), chartered by the Methodists of North Carolina in 1838, will celebrate its 100th anniversary at its commencement in 1938. Among the objectives sought by that date are the following: Securing of \$100,000 on a total endowment fund of \$1,000,000; money for new library, buildings, and equipment; a gymnasium; central heating plant; science and class room building and a new dormitory.

* * *

Their ships are coming in, for fourteen graduates of Central College (Fayette, Mo.) have been awarded assistantships, fellowships, or scholarships in graduate and professional schools throughout the country.

* * *

This year's graduates of Emory University (Atlanta, Ga.) will have less trouble finding jobs than those of any year since 1930, according to the report of the university's Placement Bureau. During the last school year, for the first time since the depression there were more demands for Emory men than could be met, according to L. L. Clegg, head of the bureau, who attributes the brighter outlook to general business improvement.

As secretary of the executive council of the Church Related Colleges of the South, Dr. Guy E. Snavelly, president of Birmingham-Southern College (Birmingham, Ala.), attended the recent meeting of that body at Asheville, N. C.

* * *

"The Voice of Wesley," a pageant in celebration of the one hundredth anniversary of the first annual Methodist conference in Arkansas, was presented by a cast of fifty players of Hendrix College (Conway, Ark.) at the recent Pastors' School, held at the college. The play in six episodes was written by Mrs. Bernice Babcock, of Little Rock.

* * *

Judged by the large enrolment for the fall semester indications are that Texas Wesleyan College (Fort Worth, Texas) will enter the scholastic year with the largest student body the institution has had from its beginning as Polytechnic College, through its later history as Texas Woman's College, and its present co-educational status as Texas Wesleyan College.

* * *

Birmingham-Southern College has received several students under the experimental plan of the Southern Association of Secondary Schools and Colleges which permits students with certain qualifications to enter college before graduating from high school. In accordance with this plan students must have stood in the upper ten per cent of their respective classes; have the recommendation of the high school principal; the approval of the superintendent of schools; the consent of their parents; the approval of the college

Christian Education Magazine

committee on registration and of the college president; and be able to pass satisfactorily comprehensive examinations and psychological tests administered by the college. The experiment which was inaugurated by the Southern Association two years ago has been in operation at Birmingham-Southern since the beginning.

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Seven seniors were awarded bachelor degrees at the close of the summer term of Central College (Fayette, Mo.)

* * *

The library of Candler School of Theology, Emory University (Atlanta, Ga.) is seeking all available historical material of the Methodist Episcopal Church, South, to be kept in the library as research material.

* * *

The fall term will find the Rev. Dr. J. M. Bradley, at Grenada College (Grenada, Miss.), having been appointed Commissioner for the college. Dr. Bradley's special work will be in the interest of Grenada's financial campaign to lift a college debt.

* * *

At the June meeting of the S. M. U. Board of Trustees, a resolution was passed authorizing the executive committee to take such steps as necessary to adopt the ex-students and alumni of Kidd Key College, formerly of Sherman, and for the university to become the depository for the records of this group. This action was taken at the request of Kid Key alumni.

* * *

Dr. Charles C. Selecman, Southern Methodist University president, was recently voted a six-month leave of absence from the university by the board of trustees. Dr. Selecman will leave Dallas in February

on a world tour that will take him to Japan, China, India, Egypt, Palestine, Greece, Germany, and Scotland. He will represent the Methodist Episcopal Church, South, at the World Conference on Faith and Order in Scotland as a climax to his tour. Mrs. Selecman will accompany Dr. Selecman on the trip.

* * *

An attractive new pamphlet from McMurry College announces several improvements in the program of that institution, effective with the opening of the fall semester. Conspicuous among these improvements are the more constructive counseling service and a new campus-religious set-up. The recently added emphasis upon counseling contemplates a more effective guidance service through more purposeful and more sympathetic faculty-student relationships and the new religious program includes a student church operating on the campus under the leadership of a pastor employed by the college.

* * *

Work of planning the meeting of the National Methodist Educational Conference continues to go steadily forward. The dates for this meeting, as previously announced, are December 13, 14, 15, and the place, Atlanta. Programs, containing announcements of headquarters hotel and all other needed information concerning the meeting, will be issued shortly and will be mailed to all college presidents, executive secretaries, and conference board chairmen. It will be of interest to many of our college men that this meeting immediately follows the Emory University Centennial which is scheduled for December 11-13. The Emory Centennial, in turn, comes directly upon the heels of the meeting of the Local Church Section of

the Educational Council which will be held in Nashville, December 7-11. Attendance at all three meetings upon the same trip will, therefore, be easily possible.

* * *

Mrs. George F. Arnold of Houston, who recently died, made Southern Methodist University the residuary beneficiary of her will. The papers indicate the amount will not be less than \$50,000.

The Methodist Student Movement

(Continued from page 35)

Plays for These Times

FIVE plays for church production, compiled by Harold A. Ehrensperger, Dramatic Advisor for the National Society of Wesley Players, and Director of the Division of Plays and Pageants, Methodist Episcopal Church.

THE VICTOR, by Elliot Field, a graphic picture of the last hours in the life of St. Paul.

NO GIFT IN RETURN, by Jean Cameron Agnew, a short Christmas play—(both of these plays are the prize winning plays of the Wesley Player's Contest, 1935).

THE THRONE OF TOMORROW, by Robert Moulton Gatke, a modern morality play.

ROOM FOR A FLOWER, by Helen Willcox, a play on Japan.

SIMON THE SORCERER, by Marion Wefer, an effective biblical play.

No royalty for church production. Five plays for thirty-five cents. Published by Abingdon Press. You may order through your own Meth-

odist Publishing House, 810 Broadway, Nashville, Tenn. Chapters of Wesley Players are requested to order their copies now.

Campus News

(Continued from page 37)

to accommodate automobiles of spectators at athletic contests. A new and wider drive to the gymnasium has been completed and leveling and grading work all over the campus, with three new tennis courts laid out near the new gym, complete Millsaps' new fall campus ensemble.

In Kansas live a thousand men who could if they would, and felt the pressure of duty upon their hearts, give a hundred thousand dollars each to Christian education. If the Kansas Christian colleges had that endowment they could establish another type of college, set up another type of education from those types prevailing now. We could send into the state each year a hundred leaders who would lead the people out of the wilderness where they are groping for the way, for the truth, for the broader, more beautiful life on this earth which men can have amidst all of our abundance if they only will. And it is not these thousand men alone. There are a hundred thousand who can give a little; a hundred dollars every year, and that would help. That would throw into Kansas a leaven which would leaven the whole lump and make Kansas the American leader, pointing the way to that justice among men which makes for the only real progress.—*William Allen White—Christian Union Herald—May 2, 1936.*

Pointed Paragraphs

The freest educational institution in America today is the church college.—*Bishop Edwin D. Mouzon, Baltimore Southern Methodist, March 5, 1936.*

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The whoopee period in higher education, secular or Christian, is over.—*O. H. Pannkoke, Christian Education, April, 1936.*

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Culture plus conversion (a plus which cannot be subtracted) equals Christian education.—*Christian Education, April, 1936.*

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In the midst of perilous times the church college stands as a great stabilizing influence.—*Bishop Edwin D. Mouzon, Baltimore Southern Methodist, March 5, 1936.*

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What hurts education is looking at it through the wrong end of the telescope—the dollar end.—*I. B. Holman, The Christian Advocate, June 25, 1936.*

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The call of the hour is for an education which not only informs but transforms. The call is for an education which not only generates but regenerates.—*Christian Education, April, 1936.*

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There is a growing conviction that the chief obligation of the church-related college is to produce and develop Christian character.—*Christian Education, April, 1936.*

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Over the arched gateway to the American college where once shining words of Jesus gleamed out, "Ye shall know the truth, and the truth shall make you free," there now glares forth "Hold that line!" and "Get the money."—*William Allen White, Christian Union Herald, May 2, 1936.*

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What is Christian higher education? Is it not the growth of a complete Christian personality which functions in every important field of life with Christian insights and attitudes to make God's Kingdom come and his will be done?—*O. H. Pannkoke, Christian Education, April, 1936.*

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This same essential opposition between the world and Christianity is coming to be recognized here in America. It is coming to be the dominant note in a new awakening of the churches. The future of the Christian college lies in hearing and interpreting this note in an education more unmistakably and dynamically

Christian.—*O. H. Pannkoke, Christian Education, April, 1936.*

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Personal contact with over 50 American campuses within the past nine months leads the writer to feel that the tide of student and faculty opinion has definitely reversed the course of the past fifteen years away from religion. It is clearly moving toward a deeper concern for, and participation in, Christian faith and life. In most places this is evidenced by a larger attendance at meetings of Christian people, a greater interest in study and discussion of the Christian faith and life, and the enlisting of outstanding campus leaders in Christian work.—*John Maxwell Adams, Christian Education, April, 1936.*

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One of the sure signs that a nation is decadent is disinterest in Christian education. When the Pilgrim fathers and their successors wanted to underwrite a nation with "the strength of Gibraltar," they established Christian Colleges.—*Dr. Charles P. Proudfit.*

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It was felt advisable to introduce each generation to the values that had preceded. This was true education—education with a vision. It differentiated between culture and learning a trade; a subtle differentiation that American universities hardly sense.—*Carl Sumner Knopf—The Student Faces Life. Judson Press.*

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Truth is timeless. First discovery naturally is entitled to honor. Only an ostrich mind would positively hide from the observable achievements of the Hebrew thinkers.—*Carl Sumner Knopf—The Student Faces Life. Judson Press.*

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The small American college is incomplete if it does not base its educational theory and practice on the central teachings of the Great Teacher. The college should be permeated with Christian motives and methods.

There is a definite and simple way to accomplish this purpose. The faculty must be made up of men and women whose lives are consecrated to the Christian objectives of the college. The officers and teachers must have studied, through mathematics or biology as the case may be, to show themselves approved of God, as workmen who need not be ashamed.—*Robert L. Kelly—The Dean of the Small College—By Clyde A. Miller (Christopher).*

